

PD-ABP-148

94116

CZECH REPUBLIC COUNTRY REPORT
PARTICIPANT TRAINING PROGRAM FOR EUROPE
(PTPE)

June, 1996

Submitted to:
Europe and Newly Independent States Bureau
Office of Human Resources
Training and Exchanges Division
U.S. Agency for International Development

Prepared by:
John Gillies, Consultant
Maria Bolt, Research/Monitoring Coordinator
Aguirre International
PTPE Monitoring and Evaluation Contractor
HERNS Delivery Order No. 18
Contract Number: FAO-0071-1-00-3070-00

CZECH REPUBLIC COUNTRY REPORT

TABLE OF CONTENTS

BACKGROUND	1
Purpose of Trip	1
Schedule	1
Issues	1
TRAINING IN THE COUNTRY STRATEGY	2
GENERAL FINDINGS	3
Overview	3
Training Utilization and Impact	5
Participant Comments and Recommendations	6
Highlighted Participant Experiences	10
Findings by Training Contractor	19
CONCLUSIONS AND COMMENTS	21
RECOMMENDATIONS	24

CZECH REPUBLIC COUNTRY REPORT

Background

Purpose of Trip

The purpose of this trip was to conduct an on-site assessment of the impact of the Participant Training Program for Europe (PTPE) training activities. The site visit is intended to expand on the knowledge collected in the written evaluation instruments (Mid-term, Exit, and Returnee Questionnaires) that have been completed by the participants. The site visit in the Czech Republic was intended to target returnees from the competitive small grant programs (IIE, Johns Hopkins, etc.) as well as those from the larger programs (PIET, Georgetown).

The PTPE evaluation methodology is designed to assess the process and quality of the training programs as well as to measure impact of training on a scale of increasingly substantive measures. The scale starts with impact at the individual level, assessing personal changes (English skills, confidence, etc.) and career impacts (job, salary, etc.). The next level is focused on the organizational impact—ability to perform a given job better, to train others, to improve performance in an organizational structure and/or to change organizational policy. The highest levels of impact are for sectoral and national policy change and effectiveness. The analysis of the data collected will be integrated into the data from completed returnee questionnaires and incorporated into the contractor and annual reports.

Schedule

The site visit to the Czech Republic was conducted in two segments, from April 22-27 and May 3-13, 1996. Meetings were held with key program managers at USAID/Czech Republic, PIET/KNO, the Georgetown University ECESP Coordinator, and participant nominators. Interviews were held in Prague, Plzen, Kutna Hora, Brno, Uherske, Hradiste-Kunovice, Olomouc, Trebon, and Ceske Budejovice. A total of 48 participants were contacted, from PIET, Georgetown University ECESP, University of Pittsburgh, William Davidson Institute (WDI), the Institute for International Education (IIE), and Johns Hopkins programs. Interviews were also held with the USIA English Language Fellows to assess their experience in country and with program managers/coordinators from various programs.

Issues

The site visit to the Czech Republic was disappointing in that a large number of the sample group could not be located or were not available for interviews. Many had changed jobs or address, and others simply did not return calls or refused to meet. Of the total of 70 returned participants in the initial sample, only 21 were located. A number of

substitutions were made, but these changes did substantially change the nature and scope of the interviews. In particular, we were unable to locate the number of returnees from the competitive small grant programs that we had hoped to interview. Only a relatively small number of returnees from Georgetown University, IIE, Johns Hopkins, William Davidson Institute, and University of Pittsburgh, were found. No interviews were possible with returnees from CIP or Goodwill programs. Even a significant number of PIET returnees were difficult to locate. However, the returned participants that were found provide a useful overview of the program. Also, the much higher success rate of locating cooperative agreement trainees in Slovakia provides useful information that is applicable to both countries.

Training in the Country Strategy

The USAID program in the Czech Republic is in a close out phase, so the lessons learned about training in country are less directly applicable here than in other countries. However, the lessons may be useful for focusing the final training planned in this year and next, and the stories of individual participants may form part of the history of the program.

The USAID/Czech program is notable in several ways. The Mission has been very active in planning and implementing the PIET part of the PTPE training program to ensure that the training is fully integrated into the overall Strategic Objectives. It has also been as involved as possible with the other programs, including Georgetown and some of the small grant activities. The Mission has concentrated on seeking to select the best individuals to send, while balancing for geography, gender, and other factors. The Mission has also been creative in terms of the composition of groups for training to better meet the objectives of the training. USAID has sought to improve the quality of the program by having a USAID program staff member accompany group training activities to facilitate translation, group support, and relevance of the training and to provide USAID with a direct assessment of the training.

USAID/Czech is also a strong proponent of using regional third country training to complement the in-country and U.S. training components. This element of the program was outside of the scope of this country visit. However, the regional exchange of experiences and solutions to common problems is a potentially useful addition to the program which can show the adaptation of U.S. systems to the CEE realities.

As it starts the phaseout period, the Mission is concerned about receiving accurate and timely financial and operational reports for PTPE as well as the other projects. To date, the Mission has not had adequate financial data to be able to quickly reprogram leftover funds and assure that they are able to fully utilize the resources for program purposes.

In the first several years, training in the banking and investment sectors dominated the PIET component of the PTPE program in the Czech Republic. In this last year of the program, the Mission is adjusting the emphasis in the program toward social sector and non-profit activities. This change reflects the high level of previous investment as well as the growing financial and organizational maturity of the banking institutions that allows them to arrange both internal and external training for employees without outside assistance. Komerční Banka, for example, has a full training department and directly sponsors employees for U.S. training. These organizations are not dependent on USAID support for training, so the resources can be better used in sectors with fewer resources. In this new area of priority, the development of a critical mass in each area will be particularly important in terms of achieving a lasting impact.

General Findings

Overview

The legacy of the PTPE program in the Czech Republic will be very positive. In the period since 1992, a total of 359 Czechs have received some form of training financed under the PTPE program. This includes both short and long-term training provided by 12 contractors, including PIET, Georgetown University, Institute for International Education, University of Pittsburgh, Harvard University, Soros Foundation, William Davidson Institute of the University of Michigan, Johns Hopkins University, Salzburg Seminar, USIA, Goodwill, and the Council for International Programs. The training has influenced people in both the private and public sectors and has contributed to a strengthening of the free market system and democratic processes across a number of sectors.

The Czech Republic was a fertile ground for training programs in the years from 1990-1996. Since the "Velvet Revolution", the country has initiated rapid and effective reforms in many areas. This has created a land of opportunity in which motivated individuals can succeed. While not discounting the quality of the training programs, it is this enabling environment that has made a substantial difference for the Czech participants. The strong Czech economy has also enabled many more of the returned participants to work in local firms rather than in multinationals (which is more common in other countries).

The PTPE program leaves behind a significant number of "movers and shakers" who will make a positive contribution to their nation's development. The list of Czech partners includes a range of people from entrepreneurs and business managers to judges and economic policy makers to grassroots PVOs promoting local initiatives in health, the environment and social services. For some of these people, the training financed by USAID has made a fundamental impact on their lives and their careers. For some, it has

provided the professional tools to compete effectively in a free market world. For others, it has offered insights into new possibilities in their profession. For all, the training has increased their understanding of the operations of democratic, free market systems in the U.S. Many of these participants have enjoyed notable personal and professional success and are directly contributing to a growing economy.

In general, the Czech participants are well satisfied with their training programs and are grateful for the opportunity. The programs have generally selected well qualified and impressive individuals. In most cases, the benefits of training accrue not only to the individuals involved, but also to their employers through multiplier training of co-workers and improved job effectiveness. The staff providing local management of the PIET program and administrative support to the other programs are hard-working and very dedicated to the success of the project and to the well-being of the participants. All of the participants contacted recognize and appreciate the support of PIET/KNO and the USAID mission.

The training programs vary considerably, both in the nature and length of training and in the program management. The programs range from the very short term activities of the Salzburg Seminar (1 to 2 weeks in Austria) and the slightly longer term (2 to 4 weeks) programs offered by PIET to 4 to 5 month intensive study programs (Johns Hopkins) and on-the-job training (CIP) and the 5 to 24 month programs provided by Georgetown. The range of activities includes seminars, conferences, observation tours, formal short courses, customized courses, internships, and academic programs.

The specific utilization and impact of training varies considerably among programs. In general, the shorter, overview kinds of training are good for providing a general understanding of U.S. systems. When linked to either follow-on training in a sequence of integrated training events, or to in-country support from technical advisors, this kind of training can be a catalyst for action. Even in isolation, the training provides a useful exposure to free market systems. In general, the most limited measurable impact and application of training is found in the one-time overview training of mid-level people in complex organizations. Direct utilization of training to initiate change or fundamentally affect job performance increases to the degree that the training is highly focused on specific job or professional requirements, is planned in the context of specific organizational (employer) objectives, is supported by in-country technical advisors, and/or is longer term and more substantive in nature. A discussion of adapting participant training to the various organizational or job context is included at the end of this report.

The most portable and durable training (i.e. it continues to be useful as participants change jobs) is generally from the longer term academic or intensive study programs (IIE, Johns Hopkins, or Georgetown) which educate in a broad sense rather than train. Moreover, simply the experience of living for a relatively long period of time in the U.S.

enables participants to develop a deeper understanding of the context and meaning of democratic, free enterprise systems. As one participant put it, "the experience changed me, inside. It made me a different person in many ways." This sort of profound impact can only happen in a longer program. However, even the short-term training provides an exposure to new ideas, to the functions of free market and democratic systems, and a better understanding of U.S. business culture that participants carry with them to new jobs. The experience informs and enriches their world view and understanding of their own and other systems.

The examples and issues presented in this report illustrate a number of ways that training can be, and has been, effective. They also illustrate some principles of training design and management that can be applied to continue to strengthen this and other programs. The report also includes specific suggestions from participants and the Aguirre team about how to improve the training activities. This discussion is presented not to imply problems, but rather to continue to improve an already strong program with which participants are satisfied.

Training Utilization and Impact

The core value of all of the U.S. based training, of whatever duration or content, is exposure to the U.S. business and political culture and lifestyle. This western culture, with fundamental roots in a democratic market economy, offers the participants from CEE countries insights into different approaches and possibilities. Exposure to Americans as a people is also important for facilitating international business and professional relations. As one participant put it, "you Americans look the same as us, but your way of living and doing business is very different from what we have in Europe." Participant see and assess different ways of looking at problems and of approaching solutions. These kinds of insights and experiences seldom show up in specific "impacts" or actions, but rather may have a general influence in how participants react to challenges. Participant training is uniquely suited for this purpose. It is this general impact that participants carry with them when they change jobs or careers - and which continues to be useful. The specifics of the training programs, particularly in the case of short-term programs, are much less "transportable" from one job to the other.

In some cases, this broad exposure to new ideas and approaches has a direct impact in helping participants break free from the group thinking of decades of isolation and accept that new ways are possible. To actually see different approaches working in the U.S. can have a profound impact on people's attitudes and motivation. This kind of experience can validate the advice of resident advisors in a way that months of expert advice to skeptical audiences cannot. Used in this way, training can substantially enhance the efficiency of technical assistance. This kind of impact has been found not only in the Czech Republic, but also in the other countries in the region.

The most challenging part of participant training is to transfer relevant and concrete skills as well as motivation, attitude, and exposure to free market ideas. To achieve the maximum impact and concrete application, the training programs must meet a number of additional criteria. They must have clear and well defined objectives within a clearly defined organizational context. For impact, the training is planned and implemented not in terms of individual participant goals, but rather in terms of organizational or institutional (sector) goals. In a few, relatively rare cases, the individual and organizational goals are the same - to the extent that a single training intervention for an individual achieves the goal. More often, an individual training program fits into a broader activity that involves other resources (technical advisors), other people in the organization (top management, supervisors, other participants) or other related training (a sequence of training activities around a given goal). In other words, a training program for an individual is seldom a "stand alone" activity in terms of impact. Broader impact requires a broader focus of activities— a critical mass of training and other actions within an organizational framework or in an intra-organizational framework.

The PTPE program can illustrate a full range of types of programs and types of impact. All of the training has been useful and supportive of the strategic objectives. Direct impact and utilization of training can continue to be increased by specifically addressing the organizational context and critical mass requirements of each program. The following section includes suggestions made by participants, some highlighted participant experiences, and observations by the Aguirre team.

Participant Comments and Recommendations

In general, participants were very pleased with their programs and were appreciative of the opportunity to visit the U.S. For many, this was their first trip to the U.S. There were very few specific problems identified, although the ones that were identified were common to many participants. However, these comments were all in the context of a general satisfaction with the programs.

The single most common observation and suggestion from PIET participants is that the training programs need to be more focused to allow greater depth with fewer activities and fewer sites. Much of the short-term training is overview training—generic exposure to a broad range of issues followed by short visits to a large number of companies or informants. In some cases, participants are visiting three or four organizations per day over several weeks in different sites. This strong preference for more depth was true even for participants who visited only two or even one different company each day. Participants find that such programs are physically and mentally exhausting, and that they are not able to address any issue in depth. The majority of the participants are working in technical fields where an overview exposure to ideas needs to be followed by in-depth review of specifics. In general, the programs which allowed participants to spend more

time focusing on specific professional issues had a more direct and concrete impact on job performance.

The same observation was made in terms of travel to different cities. A participant who went to a different city each week argued that a more effective program would allow him 14 days in two cities. This would enable him to go beyond only making contacts and talking in general terms to be able to work out problems in depth with colleagues. This individual works in a complex area of commercial law, in which superficial knowledge is only a starting point. Similar comments were made by other participants, who were exhausted by the end of the program.

It should be said that this approach of maximum exposure—quick visits to a large number of sites—is ideal for certain types of training and participants. Participants from NGOs, social support, or other activities in which their primary training objective is to get ideas rather than technical understanding benefit from the greatest possible variety of activities. In these, like non-profit management and activities, the real goal is to expand the understanding of what is possible. The major obstacle in these cases is not the technical challenge of implementing the activities, it is creativity, imagination, a belief that something can work and a vision for how it can work. Participants in these kinds of programs specifically endorsed the overview approach to training.

An excellent example of this kind of training is the breast cancer group. For this group, the critical issues were ideas—using volunteers for patient counseling, organizing patient and family support groups, changing doctor-patient relationships and expectation, empowering the patient, etc. The primary obstacles of implementing such important changes are not technical or managerial—they are vision, attitude, creativity, and motivation. For this kind of program, the broad exposure of as many people in the field as possible is needed to create a “critical mass” of voices in the medical profession with a new vision of how it can be. Social change will come with these voices are numerous enough and articulate enough to begin to change social and professional attitudes and overcome skeptics.

Another surprisingly common observation was that some participants have had very short advance notice before leaving the country. Participants who mentioned this as a problem often had only 2 to 3 weeks to make all preparations, including medical exams and visa application. In at least one case, the participant did not receive the plans or itinerary until she arrived at the airport. Some of the people with this problem were managed by the cooperative agreements or Georgetown programs, others by PIET. While fully recognizing the time pressures and programming challenges that result in such delayed schedules, it is worth making additional efforts to avoid such problems. It is very clear that the problems caused by last minute notification makes a big impression on participants that they remember for years.

Finally, programs with internships need to be carefully monitored and managed to assure that internship arrangements are completed ahead of time. The programs in which internships are an important factor included Georgetown, IIE, and Pittsburgh. In virtually all cases, the internships were either arranged at the last minute or were left to the participants to arrange. In probably the majority of cases the internships were either problematical or simply never were took place. This is particularly troublesome in the long term, non-degree programs like IIE and Georgetown, in which much of the rationale for a non-degree program rests on the experiential value of real on-the-job training.

Other notable participant observations about the PIET program were:

- *Two and three week programs are too short (a small number have attended such sessions). A month program is probably the minimum appropriate time.*
- *Observation tours consisting of brief visits to a large number of companies or organizations are not as useful as fewer visits of longer duration.* (Although this is sometimes referred to as OJT, the structure and purpose of the activities is such that they are more accurately called visits). This observation was expressed in many variations by many of the participants. The problems of such short visits included that much information was repeated at each stop, none of the host organizations were informed about either their previous or following activities, no activity could be addressed in depth, and there was little time for reflection or meaningful interchange with the hosts.
- *While participants almost always found the "practical" aspects of the program more useful, they also appreciated having some theoretical framework provided.* The participants whose program consisted of only formal training or only observation visits felt that a mix would have been much more useful.
- *Many participants noted that programs can be too full—that every spare minute is programmed.* These kinds of programs are both tiring and annoying to participants who are used to having some say in their schedules. Some participants also had programs in which there was little or no time for social activities.
- *Program flexibility is different in each case.* Some participants were highly complimentary of the ability of the program to adjust to their needs and interests, while others complained that the programs were exceedingly rigid. We appreciate the challenge of maintaining flexibility in programs of this sort. At the same time, we also recognize that programs are often difficult to arrange in advance to meet the needs of the participants. Therefore, it is worthwhile for PIET to encourage training providers to remain sensitive to the potential to adapt program elements. (This is seldom a problem with training providers who have experience with international training programs.) It may also be worthwhile to place even more emphasis on

encouraging participants to be pro-active in both planning and requesting adjustments to their programs.

- *Long-term programs should result in a degree.* This observation is virtually unanimous among long-term participants in all countries. The value of a recognized credential such as an MBA or even AA degree is significant enough to justify making this an objective of the program. The rationale for limiting these programs to non-degree is weak in the face of the real experience of the program graduates. While each experience is different - some very energetic participants did manage to extend and receive degrees and some have not been particularly hindered by the lack of a diploma— all of the participants recognize that such credentials are valuable.
- *Continued efforts to improve orientation would be worthwhile.* One situation merits a short mention, although it is probably anomalous. The pre-departure orientation and program description for one participant did not include the information that her month of training would be in an HBCU. While the participant was very pleased with the training and the opportunity to see this side of America, her first week was quite a shock as she discovered herself in a distinct minority situation. A more complete orientation would have better prepared her for the experience.
- *A regular challenge for short-term training programs is identifying real training needs and communicating these to the training providers.* Part of the problem is that few of the actors have the full range of knowledge about the technical issues, in-country conditions, and training opportunities in the U.S. Specialists (participants) are talking to non-specialists (PIET and USAID) about technical training requirements which they may not be able to articulate or define clearly. Participants are often unable to judge the proposed training program because they lack the knowledge of the U.S.—and are often more concerned about the immediate procedural and logistic requirements than about the program elements. This is a problem that has no conclusive solution. Perhaps the best option is when there is a resident advisor working with the sector and the organization. In the absence of this advantage, as much advance time as possible is needed to review and discuss the program with the participant.
- *The management and support of the small grants programs and Georgetown do not fully meet participants expectations in terms of planning, orientation, and assistance.* Some of these programs have little significant experience with USAID training, technical training for foreigners, or with the CEE region. Core areas of training management such as pre-departure preparation and orientation, detailed program planning, clear expectations, and participant support have not always been managed as well as they could be. Such programs may require more oversight and support than is necessary for experienced participant training firms.

- *Group training receives mixed reviews.* Some participants who attended individual programs felt that a group from his/her own organization would have been valuable to create a critical mass upon return and also to have more opportunities to discuss issues while in training. On the other hand, some who attended group sessions observed that the groups were sometimes too diverse—to heterogeneous—to allow for effective focus on topics of importance. While all were from the same general profession (e.g. banking, investments, etc.) the areas of specialty were often very different and the training often consists of broad, overview programs. At the same time, it is recognized that group training creates opportunities for non-English speakers to participate in the program— and that even a general training program is better than no opportunity at all. Perhaps the only conclusion to be drawn is that program planners need to be aware of the difficulties and to adjust group composition and/or training programs whenever possible to be as focused as possible.
- *Time is needed at the end of a full training program to allow reflection and follow-up.* A number of participants suggested this, and it appears to be a valuable suggestion. After four or five weeks of intensive, often frenetic, meetings and lectures, the participants could benefit from a “wrap-up” period to discuss the mass of information as a group and with a core trainer, and to follow-up with issues, questions, or details with the informants who were most useful. This could bring professional closure to the training program in a useful way.

Highlighted Participant Experiences

Dr. Lubos Novy (medical oncologist, Charles University Hospital) Hana Prouskova (cancer survivor), and Marie Zemanova (psychologist) were part of a PIET group that attended a five week program of visits to breast cancer facilities and support groups in the New York, Philadelphia, and Baltimore. The group included a professional mixture with two oncologists, two psychologist, and a cancer survivor (former patient).

All of the participants felt that the program was very useful because it showed them an alternative to the current treatment programs for breast cancer in the Czech Republic. In the Czech Republic, cancer is not openly discussed even within the family. Doctors treat patients as objects rather than people, and seldom discuss either status or treatment options with the patients. Cancer is almost synonymous with death in the popular view, even though many people do survive. This is much like the U.S. situation was 15 to 20 years ago.

The most important benefit of the program was that it showed all of the participants a vision of how the doctor-patient relationship can be direct, informative, and empowering—and ultimately more healing. The difference between the two countries is not in the treatment of cancer— it is in the treatment of patients. They have found that even the idea that these kinds of relationships— where the disease, treatments, and death

can be openly discussed— is hard to accept in the Czech Republic. All of the returned participants will be working to promote self-help groups, patient support volunteers, home care systems, and other means of empowering patients and easing the burden. They are planning to translate a home care guide to help inform families on care of patients and are training doctors, medical students, and nurses on patient care. They plan to keep developing materials, although the cost is a significant obstacle.

These participants are very enthusiastic about the program. It gave them an empowering and motivating vision for a much more humane and supportive medical system. They are all committed to promoting this vision in their profession. This is the kind of program that would greatly benefit from additional training opportunities to develop a critical mass of people throughout the profession who share the same radical vision of doctor-patient relationships.

Marcel Mottl, Commercial Director, Dopřavni Stavy Holding Co. in Olomouc attended a one year program at the University of Illinois in Urbana-Champaign administered by the Institute for International Education (IIE). Prior to the program, he had been accepted into the Harvard business school, but he was not able to secure financing. He focused his studies on accounting and financial management, but also included a broad range of other subjects like marketing, organizational structure, and human resource management. He tried to find an internship with firms in the construction business for several months, but was unsuccessful. After six months in the program, he managed to arrange to have his family join him.

When he returned to the Czech Republic, he returned to his employer who had sponsored him for the training. He also had numerous other offers. His first job was to review and reorganize the organizational structure of the company. He was promoted to the Commercial Director (marketing) for the company. He uses the knowledge gained in the training program every day.

Dr. Milan Poposil, Ministry of Education, Department of Higher Education was part of the Senior Manager program managed by Georgetown University. His training consisted of one semester of courses at Georgetown University with courses in Public Policy, Government and Ethnicity, Race/Gender/Religion, and Non-Profit Sector. He also worked on a project in DC, visiting schools in low income areas. He had one month of English Language Training in Poland, and in U.S. had some informal English on the side.

He has used his training to help prepare a new Higher Education Act, which includes equal access for handicapped students in higher education. Under this act, the Ministry of Education gives grants to schools to improve programs for handicapped and minorities (also environmental programs.) He is also promoting a "head start" program in the ministry. His improved English skills help him to take part in European Council activities regarding education. But the most useful thing has been the new understanding

he has gained concerning ethnic and minority policy—particularly affirmative action programs—and an understanding of how freedom in the universities is practiced in the U.S. He also believes that he has changed as a person to be more open, dynamic and faster in making decisions. He was inspired.

Outside of the ministry, he is the president of the "Tolerance Foundation," a non-profit organization in Prague which works toward human rights and minority rights. He established this organizations with a group of friends who had similar interests. In the U.S., he was able to learn fund-raising methods, as well as administration, management, and accounting skills.

Overall, he was very satisfied with the program. Georgetown was very responsive and supportive of what he wanted. He is very thankful for the opportunity.

Dip. Ing. Robert Bzonek, Chief Executive Officer, Agro-B, attended a two year program as part of the Georgetown University rural manager program from 1992-1994. He attended the River Falls campus, where he took many business management courses and had several good internships in local agribusiness. He did not receive a degree.

Mr. Bzonek was in his mid-thirties when he joined the program, older than many of the early Georgetown participants. He recognized that the timing was not good— that the privatization boom at the time was creating many good opportunities—but he wanted the opportunity to study in the West. He had a good program and is very appreciative of the USAID sponsorship. He recommended that the orientation and preparation for the program be improved— it took him many months to really understand the program, the relevant USAID rules (and even that USAID was sponsoring the training), or even who was responsible for the program. (The Prague coordinator at the time had no contact with him other than during the selection). He also recommended that the internship arrangements be made much earlier and that clear contracts and expectations are developed with both the participant and the firm.

When he returned to Jindrichuv Hradec, he looked for work for six months. Many of the other people in his group ended up moving to Prague, or in many cases working in Prague and returning home on weekends. However, he wanted to remain in his area and work. Eventually, he took a job with his previous employer, and within three months had privatized it. He now manages a total of 9,000 acres running both beef and dairy operations. He is also going into grape production. He recognizes that agriculture continues to be a difficult sector to work in, but he also believes that there are opportunities. One factor that has made agriculture more feasible is the availability of low-interest government loans.

Komerční banka (Roman Zaloudek, Richard Hlavaty, Ivana Volhejnova)

The Komerční bank has been an enthusiastic and successful participant in the training

program. A total of 18 or 19 Komerční Banka employees were trained with USAID assistance during this period, all of whom have held some seminars for colleagues after return. The bank training coordinator has actively sought and nominated good candidates for the program.. A few of the participants were:

Ms. Volhejnova, financial restructuring department, spent four weeks in three cities, visiting a different bank every day. The most useful part of the training for her was the idea that everything is possible to do for the client—that banks develop, mix, and match products to meet specific needs. She learned about rediscount bills of exchange, which enabled her to understand the issues related to these instruments when they were introduced in Komerční Banka.

Mr. Hlavaty, International Correspondent Banking Department, attended a six week course in Atlanta, with no observational visits to banks. The most useful part of the training for him was to develop the ability to analyze the system and also to represent the Czech banking institutions to the U.S. bankers system. He would have liked to have gone outside the specialized course, attended seminar classes with the university students, and to have visited some banks to make contacts and see other ideas.

Roman Zaloudek, Application Support Department, director, attended a six week program consisting of visits to five banks and attending one conference. He helped to design the program, which was highly focused on visits with other MIS specialists in banks that are were leaders in the field. He discussed defined aspects of applications support services and electronic banking, establishing cost centers and help desk operations, use of 800 number electronic banking services, and similar operations. The application support department, which is responsible for keeping the bank on the cutting edge of electronic management and services to maintain a competitive advantage, is a high priority for bank management.

Mr. Zaloudek was very pleased with the program—it was exactly what he had asked for and it strongly motivated him to expand the system. He now understands what should be done and what steps are needed to take the bank into the future. Much of the success of this program is due to his active participation in designing the program and the fact that the program itself was highly focused on specific professional interaction. He began to utilize and transfer the ideas almost immediately upon return. He had already given several briefings on new electronic bank services to large groups of bank managers within a month after returning. His training is an important part in the bank policy decision to introduce 800 number services. The bank has initiated negotiations with the telecommunications company.

Overall, the Komerční Banka is very pleased with the opportunities provided and believes that it has been useful. The bank is strongly committed to staff development and has continued to train in the U.S. and in banking summer school programs using its own

funds. The bank has built a knowledge base of the cost and quality of various U.S. programs and invites only the best and most focused to make offers. The bank recommends a higher degree of collaboration with the bank management in selection and planning of programs. They did not find the selection process or criteria to be transparent and individuals were sometimes selected without the knowledge or participation of the training division. They recommend a selection process based on organizational needs rather than what they saw as the random selection of individuals within the organization. They would also like to participate more in program planning to get a useful mix of observation, internships, and formal courses.

In general, the bank believes that the major impact has been improved proficiency and skill standards. A minor impact has been improved language skills, and an important side effect is the ability to understand the American way of doing business. Among the important attributes they were exposed to were the importance of smiles in American business, the mentality of taking challenges, office efficiency, and the culture of discipline and pragmatic approach to problems.

Zdenek Krcmar, Marta Skarcova, Supreme Court Both of these individuals were recently selected for the newly established Supreme Court in Brno. While the training was planned with other purposes, the experience and knowledge will be useful in their important new positions. Mr. Krcmar attended a program on commercial and bankruptcy law in 1996. He met with lawyers and judges in Miami, Jackson, and San Francisco, including with a Miami judge who had lectured in the Czech Republic. He was particularly intrigued by the operation of title insurance and plans to write an article to promote the idea here. Several years ago, the U.S. Institute for Title Insurance tried to introduce the concept in the Czech Republic, but could not find any interest. Mr. Krcmar will explore the possibility while meeting his new responsibilities on the Supreme Court.

Ms. Skarcova attended a nine week program on civil law in Mississippi in 1994. The program was primarily practical and highly flexible as she worked from library research into case law, attended legal hearings, and discussed the cases with lawyers and judges. She moved beyond a difficult beginning—when she did not know what was available and they did not know what she wanted - to a very satisfying program with the assistance of a local man assigned to help her. (By contrast, a short visit to D.C. at the end of the trip was rigid, irrelevant, and dominated by politics rather than practical discussions). She attended court sessions at every level from federal court to tribal court. She found the opportunity to study cases, in some cases following through U.S. Supreme Court decisions, to be extremely valuable. She has noted that the legal argumentation and logic used in U.S. decisions is often similar (at least in outcome) to that found in the Court of Europe on Human Rights, with which she will be involved. She was also struck by the security procedures in courts (which are now being implemented in Czech Republic) and by the jury selection process (which convinced her that the jury system would be a bad idea in her country).

Iva Petrova. Small business owner (Person Plus) attended a six week training program for 16 women managers planned and managed by the Association of Professional Women Managers. The program consisted of attending an EWMD conference and then spent four days per week visiting companies related to their own area of interest. Each Friday the group reconvened to attend joint training workshops given by large companies (ie., AT&T). As part of the program, a "mentor" was assigned to each participant who would continue the relationship for one year. They have since had a follow-on meeting in Budapest with the group, trainers, and mentors, but she was unable to attend.

A few months before the training program, she gotten a new job as HRD advisor in a business innovation center in Plzen. The training came an a perfect time for her to really develop her understanding of the range of HRD services and company needs. As she described it, "The training came early enough in my career that I was knowledgeable about some of the problems but still flexible about the solutions." For her purposes, the multiple one day visits to different firms was ideal because she wanted to see a broad variety of activities. The Friday group training meetings were the least useful because the group had little or nothing in common other than being women. Therefore, the group training was not applicable to the entire group. She felt the program was well organized and very useful. She noted that some participants had problems because they had weak language skills. For her, the key element was the mentor. Her mentor has become a friend who has continued to advise and assist her. (She felt lucky, because not all of the mentors worked out this well).

The training enabled her to better understand the roles of corporate culture, company mission statements and focus, which are very different from the Czech Republic where human resource management is more of a personnel control issue than one of employee empowerment. The value of the training is that she could see what steps were needed to make a transition. Also, she was able to understand that in a market economy each person must sell and present him/her self and skills to the market. She realized that public speaking and presentation skills are difficult, particularly for women, and that training in this area is necessary.

After return, Iva completed her contract with the BIC and used much of the training to improve the BIC services. However, she had wanted to expand beyond just training to offering a full range of human resource management services. She has just started a new company, Persons Plus, that will offer corporate consulting, recruitment, training, and other services to businesses. She has no employees yet, but is planning to work with consultants rather than full time staff for the moment. She won several contracts at a recent jobs fair in Plzen.

Miroslav Martinek, Drahomira Vlachynska, Miroslav Pasek
LET Aeronautical Works. William Davidson Institute Cooperative Agreement

The William Davidson Institute (WDI), University of Michigan is unique in the PTPE program in the degree to which it seeks to establish a clear organizational context for the training. The goal is to establish a long term relationship (three years) with foreign partners, conduct on-going assessment and analysis of foreign partners to make the educational programs effective and relevant, and careful assessment of program effectiveness. The program works with the senior management of selected local partner organizations to identify a high priority organization goal. The program then sends a team of graduate students and a professor to work as interns in the partner organization for several months to assess management and training needs and inform the U.S. training program. The next phase consists of a selected team from the partner organization attending a three week training program in the U.S. The training includes both general management training and development of an "action plan" to address the organizational priority identified by the senior management. During the last week of training, a senior manager from each partner organization for presentations by his team. The team then returns to the home country to implement the action plan, with consultation, as necessary, by the WDI faculty. The structure of this program reflects a strong professional consulting/training approach to organizational development. The combination of top management endorsement of goals and goal-oriented training based on on-site assessment has great potential for high impact training.

The problem selected at the LET Aeronautical Works was cost-accounting and cost-flow assessment at each stage of aircraft manufacture. The knowledge of real costs and opportunity costs in a complex manufacturing environment is a critical element in making the transition to making profits in a competitive market. In this program, the three individuals selected for training were from different departments: the chief technologist, the chief designer, and a member of the marketing department. There were no accountants or financial analysts on the team, and none of the three had either the background or the job responsibilities to address cost analysis. The selection was apparently based more on language skills than on job requirements. As a result, the action plan process was "very difficult" for the participants. They did not feel that their work was of particularly good quality because they were not experts in the field. When they returned home, they were not able to really transfer the knowledge to the financial and accounting staff and in any case were immediately involved full time in their own jobs again. The General Manager, who had initiated the task, left the company not long afterwards. Finally, the cost of actually implementing the plan was high, and was therefore also a factor. In the final analysis, nothing was done with the cost-accounting plan.

On the other hand, the training courses portion of the program was useful for all three of the participants. They were all able to improve their English, to get an overview of business issues in marketing, finance, strategy, and other areas, and to get some exposure to the thinking that drives for-profit firms in a free market economy. All of this was useful to them for their jobs in a general way. They are all in contact with foreign

customers and the training helped them to better understand the customers. They are all satisfied with the training.

Their specific recommendations for the program were clear and logical. This type of training should take one team from one department to solve a specific problem that they are responsible for. The most important part is to have a clearly defined goal and to select the right people to address that goal.

In summary, the training program achieved what most of the programs do— to provide a general exposure to business thinking. All of the participants were very satisfied, and believed that they benefitted from the course. The company apparently values the program because, after a lapse of one year they are discussing another training activity with WDI. However, the potential for a truly significant impact was not realized.

Mr. Ondrej Holman is the chief of investment for development projects at CEZ, a public-private energy company. He is responsible for analyzing and developing investment projects. They currently have 10 projects worth about 25 Billion koruna.

Mr. Holman spent four weeks in an investment management/ project management course in Hartford. While mostly oriented to public sector projects in the third world, it included all stages of the investment cycle, how to tender and evaluate bids, etc. The program gave him a good understanding of the complete matrix of activities involved and how they fit together. Upon return, he was promoted to an important management job at a higher salary. He is now youngest manager of a 11,000 person organization. Chief of investment management section. He credits the training with helping him get this promotion. He has shared documents and training with his colleagues.

Ms. Milena Horcicova is the Deputy Director of the Financial Policy department in the Ministry of Finance, where she has worked for ten years. She attended a four month program in Baltimore as a Senior Fellow in the Johns Hopkins International Urban Fellow program. The program had no regular lectures, but rather provided her with the opportunity to conduct a comparative study of property tax law and the structure of local tax systems. She was able to research issues in the library, discuss with experts at the university, and then discuss the real world application with specialists in the Baltimore tax office, the city council, the state revenue department, etc. She also attended some seminars on tax structures for encouraging non-profit organizations, and attended conferences and meetings in Washington and Chicago. She continues to network with the other Urban Fellows in the region—they have annual meetings and conferences.

Ms. Horcicova was pleased with the program. She did mention that the first several weeks were very difficult because she was selected only at the last minute and received to preparation to either the program or to living in the U.S.. However, after a period of time she adjusted and was able to focus on her studies. She believes that a short seminar that

gave her a foundation on the theory and practice of the U.S. tax structure would have been helpful in getting her bearings initially.

The program was very useful because it allowed her to research issues in depth that are directly related to her responsibilities. She gained detailed information about the tax system and conducted an analysis of reform measures. She developed a 100 page report, has published other parts in a journal and internal working papers, and has held workshops within the bank, as well as applying the knowledge in her work. Her department is responsible for planning and implementing tax reform, including property tax reform and for creating a tax structure for non-profit organizations. She is currently working on a medium term proposal for tax reform. Her training will be directly applied to the tax reform process.

Zdenek Mikulanda, Financial Manager, Foto-World attended a one year program at the University of Illinois at Urbana-Champaign administered by the Institute for International Education (IIE). He had been working in Italy before the program and had applied to several U.S. schools. He was admitted to both Texas and Arizona State, but finances were a problem. He focused his studies on finance and accounting, which are top rated programs at the university. He had several professors who were originally from Europe (German and French), which he felt was an advantage in understanding the European reality which is very different than in the U.S.. He was not able to arrange an internship—he had concentrated more on the studies at first and did not fully appreciate the amount of time and effort it would take to arrange an internship.

Upon returning to the Czech Republic, Mr. Mikulanda had a number of job offers and eventually settled on a job with Foto-World (local distributor for Kodak) as financial analyst. (His profession prior to the training was as a plastics engineer). Both he and the general manager recognized that the company had to establish complete financial management systems. He worked closely with a consultant from Coopers-Lybrand for six intensive month to develop systems that can produce current financial statements at any time. He has been promoted very rapidly in the company. He was named financial director of the company (and a subsidiary) after one year, and was then also named to the Board of Directors. Foto-World has about 150 employees and the subsidiary another 50 employees. The combined revenues of the companies should reach 1 billion koruna by next year.

Mr. Mikulanda is deeply appreciative for the training opportunity and credits it with changing his life. "I would never be where I am today without this training program". He is an important actor in a rapidly growing Czech business and will continue to contribute to the Czech economy for many years.

Findings by Training Contractor

PIET. The PIET program is the only element of the PTPE program that directly responds to the strategic priorities of the mission and in which the USAID staff have a substantive role in managing the program. The program provides short-term training (generally between 2-5 weeks) in identified priority areas. The participants were generally high level people, well -educated, motivated, and very appropriate for the training. The KNO staff is knowledgeable and dedicated to the program and the participants.

The PIET part of the PTPE program is undoubtedly the most challenging component. The program provides short-term training across a range of disciplines and sectors to people with widely different needs and objectives. Most of the other programs have a narrower focus on their area of specialty, more time, and/or many fewer participants. PIET does not have the advantage of either specialist involvement in each area nor the mandate or resources to do full organizational development interventions. Under the circumstances, the program is well managed and the training reasonably well targeted to participant needs.

Continued improvement of any such short-term technical training program requires as much effort as possible in determining the organizational context of the training, clearly defined program and organizational as well as participant objectives, and careful planning to achieve as specific a focus as possible. The challenge of short programs is that activities must hit the mark pretty often. Under the circumstances, the best way of doing this is to maximize the use of in country technical advisors whenever possible to refine both selection and program elements and to take advantage of the opportunity to use in-country projects for follow-up support. As the participants suggest, the programs can become more focused in fewer areas directly relevant to the participants, and should allow some time toward the end of the program to reflect and revisit issues as needed.

Georgetown. The Georgetown program is the second largest of the PTPE activities in the Czech Republic and the ECESP activities predate the Mission. The program offers the alternative of longer-term training and living experiences in the U.S., which has the potential to achieve a lasting impact on participants that is not possible through short programs. USAID/Czech has found that ECESP has worked to become better integrated into the mission needs over the past several year. However, there continue to be substantive opportunities to improve the efficiency and effectiveness of this program through better management, better orientation and preparation of participants, more clearly defined program objectives, and improved support of participants in the U.S.. The most challenging and potentially useful aspect of the ECESP training is the internship— and this continues to need much more advance planning and preparation. It is the area where satisfaction is the lowest. The other aspect of the Georgetown program that could be reconsidered is the decision to make this a non-degree program. While this

is quite appropriate for the five and six month programs, it is much harder to justify for the 18 month or 24 month programs. The value of credentials in opening doors and enabling participants to utilize the training is very high.

Cooperative Agreements

Each of the small grant activities is somewhat unique and, to date, the sample for most of these is fairly limited. Therefore, only a brief comment is offered on selected programs.

IIE. The IIE program offers 12 to 18 month programs at the MBA level to well qualified, even impressive, participants. The schools are well selected and supportive. The participants return to good jobs where they can directly use their knowledge. As with the Georgetown program, the weakest part of the program is the internship—indeed, many participants never have one. The program can be improved with better logistics, management, and participant preparation, and with much more management attention placed on finding good opportunities for internships.

Salzburg Seminar. No Salzburg Seminar returnees were interviewed in the Czech Republic. Experience elsewhere has shown that these are very well managed programs with lecturers of international repute and very qualified participants. The seminars are very short programs (1 to 2 weeks) conducted only in Europe, but are very effective in providing potential “movers and shakers” with an intensive program of intellectual and professional exchange with colleagues from neighboring countries as well as international “stars” on topics of mutual interest.

William Davidson Institute. The WDI program had two interventions in the Czech Republic—one with LET Aeronautics and one with Tatra manufacturing. The program has a unique structure and considerable potential to achieve substantive organizational impact through an effective combination of consulting advice and training focused on high priority problems of the partner companies. Only the LET experience was reviewed on this trip. In this case the potential was not achieved through inappropriate selection of participants. A review of one of the WDI activities in Slovakia found that the program was effective in helping the partner implement organizational reforms.

University of Pittsburgh. The Pittsburgh program in the Czech Republic is linked to its in-country contract for management training and consists largely of one or two semesters of study in the U.S. for graduate students to complete their degrees. Some of the participants assisted through this program will teach and/or conduct research in the in-country Economics Institute, thus strengthening local capacity. Others have secured good jobs in local investment firms. A few participants have left the Czech Republic for jobs elsewhere in Europe or in the U.S..

CIP/Soros. At the time of drafting this report, no interviews had been held in the Czech

Republic with returnees from these programs—one is scheduled for the last day. This comment is from the experiences of participants in Slovakia. The CIP program is unique in the PTPE program in that it emphasized medium-term on-the-job training—in which the participants immediately went to work in a partner U.S. company. This “sink or swim” approach worked well for a few people and was difficult for others. Difficulties were primarily due to poor initial management, program design, preparation of both the participant and the partner firm, and weak support in the U.S.. In this case, it is important to distinguish the concept from the management and implementation.

Conclusions and Comments

Overall, the PTPE program in the Czech Republic has been effective. It has been beneficial to the country and supportive of the USAID Strategic Objectives. Some opportunities exist to improve the program. Given that the program will close down this year, recommendations for change can have only a limited impact. Nonetheless, the following comments are offered to the Mission. The first part is a discussion of a framework for defining training needs within a given program and organizational context. The second part reiterates some of the important comments from the findings.

Training for Results

In planning the training program, it is useful to distinguish between different types of training needed in different contextual situations. Training for impact programs must be effective in achieving two goals: one is to transfer useful information relevant to the organization and individuals' job, and the other is to enable the trainee to use the information.

The training context falls into four different kinds of groups. The other major factor affecting context is whether or not the training, and the organization, is being supported by other USAID projects with resident specialist advisors in the field.

1. *High organizational and technical complexity.* This is by far the most difficult situation in which to plan and apply effective training programs. The trainee is an individual working in a medium to large sized organization in which the technical challenges of applying new information are substantial. Organizations that fit into this category might include banks, investment houses, large manufacturing firms, and in some cases government institutions. To achieve both goals of training for impact (impact being change at the organizational level) the training cannot be limited to skills training for an individual. Rather, the training must be part of a broader context of organizational objectives, endorsed by organizational management,. In the best circumstances, this only requires fitting the training into existing and highly specific goals. In others, it may

require working with management, supervisors, co workers etc. to develop such goals. (The role of technical advisors is often exactly this). Note, this organizational objective and context is not the same thing as asking an individual participant how he/she will use the training in the job.

The second part of an effective training program in this context is to transfer the level of technical detail appropriate to the job. and to assure that all levels of the corporate implementation are met (conditions). The management understands and agrees, and the organization has the technical competence at lower levels to implement. There are several common weaknesses of programs in these kinds of situations:

- The training is a form of overview training of the top management, which empowers them to better assess priorities and objectives, but does not include follow-up support to actually implement the priorities.
- The training is a form of overview training for mid- or technical-level people, who are not in a position to make or effectively influence the policy decisions. Or, even if the organization priority is clear, the training does not reach a level of focus and detail to enable them to actually apply the training— it only provides an overview. In these cases (which are the most common), the training has a general benefit of exposure to new ideas and systems, which is useful, but does not reach the potential.
- The training is technical and detailed, appropriate to the level of the individual, but is not appropriate to the context— there is no enabling environment because the initial preparatory work of needs assessments, management support, organizational consensus, etc. was not done. Therefore, the individual has skills or knowledge that are not valued in the organization, and thus which cannot be applied.

It should be noted that some training can provide skills that can be directly applied by an individual without any need for broader organizational support. These include the generic organizational development or personal management skills such as the management, setting job priorities, supervisory and people management skills, etc. Generally speaking, USAID is not providing this kind of training in U.S. programs, nor should it.

The challenge of providing effective training for a complex organizational and technical situation can be met in a number of different ways. A common way for USAID programs is to coordinate the training with a development project that fields technical advisors in the organization. The technical advisors can perform the critical contextual work of establishing organizational objectives, determining training needs, and providing the technical expertise to help the organization implement the changes. In many such cases,

the relationship of training and technical assistance is highly symbiotic. The U.S. training can substantially enhance the effectiveness of the in-country advisor by giving the counterparts the opportunity to actually see proposed new systems in action, thus validating the advisor's recommendations and building motivation.

Without the advantage of a local technical advisor, training programs need to develop the conditions through substantive needs assessments and OD work with senior management. A purely training solution might include a sequential and evolving series of training interventions that move from management overview programs (to set priorities and objectives and develop management consensus on new directions) through increasingly detailed and technical training for other workers to implement the agreed upon objectives.

2. *Low organizational complexity, medium to low technical complexity.* Target organizations in this situation may include NGOs, non-profit organizations, social service groups, and in some cases municipal governments may fall into this group. For most of these organizations, a handful of individuals make all important decisions and usually do most of the work, so organizational complexity is minimal. The key issues facing many of these groups are not technical, but rather are management or general activities such as fund-raising, public relations, or kinds of services. For these kinds of programs, substantial benefits can be derived simply by exposure to innovative programs of others in the same field and relatively short discussions with colleagues about how they respond to similar challenges. The technical challenge of implementing these ideas is often not very great.

For these programs, a training program directed at the key decision-maker of the NGO that allows an overview of solutions to her problems and the opportunity to network may be enough. It would probably be useful in some cases to have the opportunity to do a follow-up session to address a specific issue.

For programs with slightly more complex organizational dynamics and greater specialization, such as municipal governments, which also may have more complex technical challenges, an effective approach can be a planned sequence of training opportunities. Initial overview training for the top decision makers can help define local priorities, while follow-on training programs can help to implement the top priorities. Issues that may require greater depth of training to actually implement innovative programs may include such areas as waste management, environmental management, or even citizen participation mechanisms. Training in combination with a specialist resident advisor can be very effective for these kinds of situations.

3. *Low or no organizational context, low technical complexity but high concept importance.* Examples of this would include such groups as the breast cancer or sex education training programs, where the purpose is to influence sectoral or professional attitudes and activities rather than those of any particular organization. In these

programs, the technical challenge of implementing the programs is less important than the ideas and motivating impact of a vision. For such groups, a one time program of exposure to many different but relevant U.S. programs is usually adequate. However, the accomplish the broader objectives of the USAID program, such training should be done in clusters to develop a critical mass of supportive voices in the profession.

4. *Individual training for broad skills development in which the specific organizational and technical context are unknown.* This is training for individuals, usually in longer term academic programs. Training that is solely based on individual needs and interests and isolated from organizational context will seldom be effective to achieve short or medium term program objectives. However, such training develops a long-term resource for the country in a way that short-term training cannot. This kind of program can also have a fundamental impact on the participants' career and capabilities and even outlook on life.

The concept of "critical mass" is relevant to each of these kinds of training situations except for the individual training. (The task of developing a critical mass of college educated people in a society exceeds the capability of any donor program.) However, the application and definition of a "critical mass" is different in each case. In the first situation with a complex organizational structure, a critical mass usually consists of a vertical or horizontal "slice" of the organization, depending on the specific organizational goals. A vertical slice would address all of the organizational actors needed to achieve an organizational change— top management support and commitment of resources, middle management/supervisory support and understanding of the changes, and technical capability at the implementation level in all offices affected by the change. In this case, a critical mass is not a number but rather is a set of key relationships without which change does not happen. The absence of one or more of these elements is usually an effective obstacle to change. In some cases, an external advisor or consultant may be an appropriate part of the critical mass.

In the second situation, a critical mass may consist of the number of small organizations (NGOs) needed to achieve a substantive sectoral or societal impact included in the USAID strategic objectives of democratic strengthening, provision of social services, or economic development. In the third situation, the critical mass is not organizations, but rather individuals strategically located across a profession to achieve a change in professional norms. In each case, the determination of a critical mass is at best an estimate. The important part for program planning is to recognize when and how the concept applies to a given training program.

Recommendations:

1. Some of the training for the last year should seek to establish a critical mass in some

of the social and municipal areas where work has already started. (These are category two and three activities). In these cases, a critical mass will be key people in specific organizations (NGOs) or across the profession who share a common vision for the future.

2. Whenever possible, the training can be linked to directly support the in-country technical advisor programs and should rely heavily on their knowledge of local organizational dynamics, local training needs, and U.S. programs to design programs.
3. Short-term programs should be more focused on fewer subjects and fewer organizations but in greater depth. The amount of travel and observation tours should be commensurate with this goal. To the extent possible, true on-the-job training or more intensive stays with U.S. firms or organizations should be encouraged.
4. Every training program— particularly those with groups—should allow for 3-5 days at the end for reflection about application of issues to Czech republic, identification of further issues, and follow-up conferences with trainers-contacts to discuss these issues.
5. Most programs can benefit from a mix of theory/lecture (limited, and possibly even provided as pre-departure) and practical training.
6. To the extent possible, explicitly define what a critical mass means in each area of training, and relate this to the organizational context. This will help to place the "tree" of individual programs in the context of the "forest" of program objectives.